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A 2-year experimental program to train Chicago high school students to assist in elementary school classrooms was introduced (1) to relieve classroom teachers of the burdens of nonteaching duties, and (2) to provide vocational opportunities for those high school students who might be directed into teaching, and for those with lesser ability who relate well to people and would do a commendable job as a member of a teaching team. The first year, 26 juniors, after two weeks of preservice training, devoted half of each day to regular academic studies including a job training session and the other half to teacher aide duties in the classroom of an elementary teacher who had received inservice supervisory training. Additional students were added the second year. The findings indicate that (1) the young aides relate well to the pupils; (2) there is noticeable maturing of the trainees; (3) teachers are able to devote more time to teaching; and (4) trainers and principals must accept more responsibility for inservice training. (Included are outlines of inservice training for teacher-trainers, basic concepts of the curriculum for trainees, program evaluation instruments and data.) (JS)

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TEACHER-ASSISTANT COOPERATIVE TRAINING

K THROUGH 8 GRADES

T.A.C.T. PROJECT #00077-B9

(FORMERLY TEACHER AIDE-TRAINEE COOPERATIVE TRAINING)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TEACHER ASSISTANT COOPERATIVE TRAINING

T.A.C.T.-PROJECT NO. 00077-B9

FORMERLY TEACHER AIDE-TRAINEE COOPERATIVE TRAINING

INTRODUCTION

Teacher Assistant Cooperative Training, under the guidance of the Department of Vocational and Practical Arts Education, was introduced into the Chicago public schools in September, 1967, as an experimental program to train high school students for the vocation of teacher assistants in the classroom.

The rationale for the program was the rapid increase in unemployment in the 16 to 21-year age group, better than three times the average. Masses of unemployed and unemployable youth have awakened educators to the need for drastic changes in our school systems. A flexible school curriculum is necessary to provide each individual pupil with the kind of education he needs to become a participating and contributing member of society. The question so often heard "Who is he?" means "What does he do for a living?" One's occupation in American society has become a significant status symbol.

With a shortage of teachers, those who are in education have had increased pressures and burdens placed on them. Extra duties have taken the time of teachers from actual teaching and adversely affected the quality of their work. Today's classrooms present the teachers with problems that are not easy to solve - transients, language barriers with English as the secondary language, different ethnic and social values,

and diversity of economic levels. These problems hamper the learning process because of lack of communication. If the recent Coleman Report from John Hopkins University is to be taken seriously we must consider the statement that one of the major factors in educational achievement is the association among the pupils themselves. The teaching assistant (teacher - aide) may be able to be that bridge between the teacher in authority and the pupil whose background, age, and activities are so close to his own.

Through the training of high school students to be teaching assistants we hoped to:

increase personal contact of teacher to pupil

develop a corps of competent persons at lower than professional level to become members of a teaching team

provide job preparation which is compatible with the aspirations of those persons who relate well to children.

STRUCTURE

A. Coordination

Senn High School was chosen as the pilot school and its contributing elementary schools were used as the training laboratories for the student learners. This locale is one of rapid change and a polyglot of ethnic backgrounds -- Appalachians, American Indians, Puerto Ricans, Negroes, Eskimos, and others from thirty-six foreign countries. It spans the range from delinquents, slow learners, low achievers, to the stable, highly motivated scholarship winners: from the highly articulate English speaking persons to those for whom English

is a foreign language: from slum to lake front hi-rise living.

A program coordinator was assigned who was a regular high school teacher with a minimum of three years of successful teaching and one year's work-world experience. His duties were:

recruitment and selection of student trainees

pre-placement preparation of trainees

conducting the related class

- problem solving sessions
- skill practice sessions
- general related subject matter
- reinforcing training-class learnings
- sessions with art and music supervisors
- outside speakers on poise, grooming, business, and industry

supervising of on-the-job training

counseling trainees

evaluating trainees' progress

rating of training areas.

T.A.C.T. enrollment was open to any student who was 16 years of age, a junior in high school, related well to people, and was interested in becoming a member of a paraprofessional teaching team. The student attended two and a quarter major academic classes and one related subject class and at noon left the home school for the afternoon session in an elementary school to which he/she was assigned for training. For this training a major credit was earned.

The first year, twenty-six students were placed in training. (An interim report on first year's results was submitted June 1968). Achievements and abilities ranged from 3rd grade arithmetic and reading to college-level ability. Some of the girls wanted

to be teachers and thought this program would give them a chance to find out if they were suited. Others just wanted to help "someone" and feel needed; and some disliked school. There were child study reports for thirteen in the second group, referrals having been made either because of low achievement compared to ability, or delinquency and bad family relationships.

In September 1968 thirteen of the initial group returned for a second year. Six girls had decided to become teachers and needed to pick up extra subjects, two transferred out of the city, and five had dropped out of school because of family problems. An additional twenty-four students were enrolled for a second two-year program, five boys and nineteen girls. By the end of the school year, June 1969, thirty-two students were still enrolled: one dropped out in the senior year and four in the junior.

Training by Grade Placement

Grade-	Kg.	1st	2nd	3rd	4th	5th	6th	Gym	H. S. Lbry.	H.S. Shop
No. of Students	2½	* 12½	* 5½	* 2½	1	2	* ½	* 2½	1	1

* ½ Student: Trainee splits her time between 2 teachers.

Categories of Tasks

1. Clerical

Help pass papers
Collect money for class fees, milk, charity, etc.
Make routine telephone calls
Type
Keep a file of absence notes
Arrange for speakers
Arrange for parent-teacher conferences
Locate reference materials for teachers
Keep room inventory
Handle room library

Prepare for field trips
 call and make arrangements
 reserve bus
 collect money
 write and collect permission slips
 help on the trip
Grade work-books and true and false tests (This is with the understanding that the teacher will check to observe pupil's progress)
Run errands to office, nurse, etc.
Order films and filmstrips

2. Subject Related

Bring in outside material
Read or tell a story
Lead the children in singing
Play indoor games
Put up bulletin boards
Help pupils on research committees
Help with a play or assembly program
File and mount pictures
Set up display centers
Make felt objects for flannel board
Assist with gym and swimming inspections

Print assignments on chalkboard
Listen to book reports
Provide spelling help for story writing
Lead oral reading
Prepare equipment for laboratories or gym
Prepare materials for art or laboratory projects
 prepare materials beforehand
 pass out supplies to class
 assist during project

If helper can play musical instrument she may accompany during music lesson

Categories of Tasks....Continued

3. Drill Work

Help individuals or small groups
Prepare flash cards
Give oral spelling test
Write sentences or arithmetic on chalkboard

4. Monitoring

Lead class lines to and from gym or toilet
Monitor tests
Assist in fire drills
Assist in gym as group leaders

5. Machine Operation

Operate classroom machines such as movies, overhead projector, opaque, ditto, mimeograph, thermofax, tape recorder
Make transparencies
Make tape recordings
Pick-up and deliver audio-visual equipment
Make small adjustments on shop equipment

6. Personal

Play with children on playground
Visit informally with the pupils
Help small children put on wraps
Interest a restless pupil in a new activity
Give a pupil a chance to show he can do something well
Act as an interpreter where trainee speaks a foreign language

7. Housekeeping

Take care of lights and temperature in room
Help keep the classroom neat
Mix paint, wash brushes
Set up science equipment
Store gym and shop equipment
Care for tools in shop
Care for classroom pets and plants
Order supplies
Arrange for room library loans

The first two weeks of the school year the trainees spent their shared time with the program coordinator in orientation sessions - becoming familiar with the purpose of the program, physical layout of elementary schools, Board of Education rules, line of authority, and procedural problems. A list of tasks suggested by the elementary teachers was studied, and the simpler tasks were practiced in the related class. Machine operations were learned as one of the first "musts". In the afternoon, tours were taken to the elementary schools.

In the third week, trainees were assigned to their teacher-trainers to observe in the rooms for the five days. Discussions during related times were based on the notes taken in the observation period.

By the time the trainees were ready to practice tasks within the classroom situation, they were at ease with the pupils and their surroundings.

B. In-Service

Teachers who volunteered to accept student-trainees attended in-service classes which were held at 8:30 A.M. to 9:00 A.M. on two mornings a week prior to placement of students and monthly thereafter. Material covered dealt with the purpose of the project and the "how" of implementing it. The following is a topical outline.

In-Service for the Teachers

1. Initial reaction of teacher - "What a teacher-assistant can do for me."

2. Enlightened reaction (prior to placement of trainee) - "What I must do for the trainee."

   Job must have interaction with children

   Job must be a learning situation

   Job must offer more than menial chores

   Job must allow for creativity in learner

   Trainee must be able to take pride in position

   Job must offer motivation for trainees

3. Explanation of orientation for trainees given by program coordinator.

4. Explanation of job description (taken from five elementary schools).

5. Explanation of sample schedule for the trainees. Suggestion that teachers make up a schedule for the assistants so that there is something to refer to when they have finished one lesson and are ready to begin another. If trainees have a schedule they will not have to interrupt the teacher to ask, "What do I do next?" Also, if the teacher is absent the trainee will be able to function normally, and upon her return the tasks will be completed.

6. Included in the schedule for the week should be a time to talk with the student trainee. If there are any problems or questions that arise that have not been settled already, this is a good time to solve them. This is a time for praise and encouragement too. Time spent talking to the trainee and getting to know her/him is time well spent.

7. Outline the position of program coordinator

   Arrange for elementary schools in which to place student learners
   Make principals aware of the following responsibilities

      Rules booklet - as is given to a substitute

      Tour guide - to take the learners around the building

      Choosing of teachers to have trainees

Once teachers are chosen

Hold in-service meetings

Arrange for the learners to observe in the classroom

Placement of trainees

Once trainees are placed

Hold monthly meetings with teachers without trainees present

Observe trainees in their classes

The trainees are to have a related class with the program coordinator. They are to be in this related class before they are placed in the elementary schools. The orientation program should prepare them for this placement. Once placed, the related class is used as a seminar to discuss the problems and experiences, and to enable the program coordinator to teach the tasks listed in the curriculum.

During the time of placement, evaluation forms are to be supplied by the coordinator.

Activities for the Teacher and the Trainee

1. Each trainee will be familiarized with the physical layout of the school to which he is assigned.

2. Each trainee will be familiarized with the rules and routines of his/her school. This should be in a handbook or bulletin form.

Suggestions for the Teacher

1. While it is assumed that the trainee will be able to accept many responsibilities, do not begin the school year expecting them to perform all the tasks.

2. The trainee will have a three week orientation period prior to placement, but during the remainder of the year their related class will be for only forty minutes a day. Thus, it should be realized that the tasks listed in the job description are to be taught during the entire year and will not all be learned the first day in the classroom.

3. Acquaint the trainee with the rules of your room.

4. The trainee's position of authority should be established immediately between the teacher and the trainee as well as between the trainee and the children. The trainee is not in a decision making role, therefore cannot discipline pupils.

5. If you stay after school for a short period of time, it is within the realm of the learner's training to remain with you.

6. Show your trainee-assistant where classroom materials are kept.

7. Please indicate the manner in which you wish assignments to be carried out by the trainee, as each teacher has her own particular method of doing things. For example, do not say to your learner, "Make a bulletin board on transportation." I would expect the teacher, (at least until a time has come that she sees that the trainee is capable of completing this assignment without help) to give her/him a sketch or a verbal idea of where and how the materials are to be placed. I would also assume that the teacher will always supply the materials for these boards. If a trainee has a particular artistic talent or interest, the teacher could adapt these instructions to her immediate situation.

8. While these trainees under the current program are not professionally considered student-teachers, they are to be considered above the level of monitors. A teacher's professionalism would require her not to criticize the trainee in front of the children, and perhaps while this is incidental, this quasi-professional level of the learner might require that the teacher call her something more formal than her first name, Miss Barbara, rather that Barbara, for example.

9. Trainee should not be considered an addition to the classroom and the school. She/he may go with the teacher on playground duty. (for example); she may not go instead of her.

10. The teacher should remember the age group with which she is dealing. The trainees are of an age group where the clothing, hair styles, and makeup (in the case of females) are distinctive and in most cases far different from that of the teacher. The program coordinator in his orientation

will stress appropriate dress etc., but the teacher must be liberal enough to accept this difference within bounds. If the teacher feels that the appearance of the trainee is improper rather than modern, she should speak to the program coordinator.

11. Teenagers have a great deal to offer in a program of this type. They can fill a social gap in the classroom, coming from a background similar to that of the pupil. The children can relate easily to an assistant-trainee, who, perhaps, is close to the age of an older brother or sister.

12. Teachers who are not accustomed to dealing with teenagers may find readings in adolescent psychology of some help.

CURRICULUM

A curriculum writer was employed for the two-year experimental period to develop and write a guide which could be used in the related class. At this time the units are in the first reading stage by the editors of our curriculum department. Upon completion, copies will be sent to the Research Coordinating Unit, Board of Vocational Education.

The units and the basic concepts follow.

Understanding the T.A.C.T. Program

Basic Concepts

The training in skills and experiences with teacher and pupils in a classroom contribute to the personal development and employability of the teacher assistant.

A knowledge of the general structure of our public schools will help the teacher-assistant to understand the interaction between personnel at all levels of authority.

Para-professionals must understand that each person in a school is regarded as a member of the staff and a representative of that school.

Many elementary schools have part-time personnel who provide supplemental instruction for the pupils.

A teacher-assistant who has the appropriate attitudes and training can be an important asset in a classroom and a school.

The need for trained para-professionals has arisen from the problems which schools face today.

A teacher helper in the classroom does not give the teacher free time; the teacher has, instead, more time to teach.

Observing in the Elementary Classroom

Basic Concepts

A knowledge of the location of the available materials and facilities, both in the classroom and in the school building promotes the efficiency of the assistant in helping the classroom teacher.

A knowledge of classroom organization will give the assistant trainee an understanding of how a teacher plans each school day to include subject matter and related activities.

Familiarity with procedures of classroom management will help the trainee to be aware of the techniques used by the teacher to establish a good teaching atmosphere.

Observation of the pupils in the classroom will help prepare the trainee for working with them.

Learning How To Develop One's Personal Characteristics in Relation to the Work Assignment

Basic Concepts

A student-helper's appearance and manner are factors in her success in the classroom.

Children reflect the taste and behavior of the adults who work with them.

A student-trainee's attitudes affect her ability to give significant assistance in the classroom.

Looking at Ourselves and Others

Basic Concepts

Recognition that abilities, interests, and character traits are different in each person facilitates an individual's understanding of himself.

The ability to get along well with others contributes to a person's social and economic success.

An individual's success in school work is furthered by the possession of realistic goals and the willingness to work toward them.

Learning To Assume Our Responsibilities to Society

Basic Concepts

Since the family unit is a basic building block of society, learning to be a good family member is the first step in becoming a more effective participating member of society.

The attainment of good citizenship is furthered by the practice of its fundamental values.

When an individual acquires the initiative to continue his education and personal development, both he and society benefit.

The institutions of the American way of life become more meaningful to the individual when he participates in them with intelligence and understanding.

Understanding Our Part in the World of Work

Basic Concepts

An analysis of the history and development of work contributes to an understanding of one's relationship to the world of work today.

A knowledge of occupational fields is basic to intelligent planning for finding employment.

Holding a job is dependent upon the employee's purpose in working and also by his attitudes and skills.

Persons who are continuing to grow in personality and in skills are more likely to be given responsibilities in an occupation.

Developing Skills in the Use of Manipulative Audio-Visual and Subject-Related Devices

Basic Concepts

To learn how to give service to the teacher and pupils, the student trainee needs to know the skills which are in general use in a school classroom.

A well trained teacher-assistant must be familiar with various types of audio-visual and reproductive machines.

Familiarity with the subject matter of the grade in which a teacher-assistant is training will help to easier identify skills to be learned.

Understanding How a Child Develops

Basic Concepts

Preschool Years

To understand an individual child and meet his needs properly one must know how children grow physically.

Family living develops in a child a basic core of habits, understandings, attitudes, feelings and values which act as a frame of reference for all his future experences.

All children have basic needs, yet each child has traits, potentialities, and growth patterns peculiar to himself.

Early School Years

Development of the individual is a continuous process which proceeds in an orderly sequence.

The sense of self grows gradually and continually as the individual participates in an ever-widening environment.

As a child grows toward maturity he needs the freedom and opportunity to test for himself his abilities and potentialities.

Intermediate School Years

Once a child has acquired good control over his body he has a great deal of energy to expand on learning skills and adding to all manner of abilities.

Knowing what children are like at different ages will help us to be more understanding about the differences in social maturity of boys and girls.

To be able to do things on his own without being criticized for lack of expertness, gives a child a sense of personal dignity.

Understanding the Importance of Safety and Health

Basic Concepts

The understanding and use of safety practices contribute to the efficiency, strength, and capabilities of our citizens.

The closer to his optimum of health an individual is, more likely are his chances for living constructively, effectively, and successfully.

The complexity of our society necessitates rules and regulations for the safety and health of the citizens.

Money Management

Basic Concepts

An understanding of the free-enterprise system can provide a basis for responsible citizenship.

The values honored in a culture influence every aspect of living, including the way in which income is earned and used.

Money management is the process of setting up, following, evaluating, and when necessary, revising a plan for the use of income.

Learning To Use Leisure Time

Basic Concepts

The life of an individual becomes more meaningful when he is able as a responsible citizen to manage his time for work, leisure, and social activities.

Leisure time allows one an opportunity to refresh himself through diversity of interests and new activities.

Leisure time pursuits may be vocational or avocational.

BIBLIOGRAPHY

Books

Pamphlets

Periodicals

Films, Film-strips

Records

EVALUATION

One of the original objectives of this project was to gather significant data as to

relationship between abilities of a teacher-assistant and performance on a variety of levels of classroom experience

teachers' attitudes toward role of teacher-assistant

developmental progress of pupils assisted

developmental progress of student-learner.

Information was gathered through structured interviews with teacher-trainers and principals; questionnaires filled out by trainees, parents of both student-trainees and classroom pupils, teacher-trainers, and coordinator; and personal observations. (see appendix for sampling of typical comments.)

Parents Reaction Survey

QUESTION	ANSWERS		
	Yes, very enthusiastic	No	Misunderstood
Has your son/daughter talked to you about the T.A.C.T. program?	28	--	--
Are you in favor of your child taking part in this program?	27	1	--
*Would you like your child to consider the position of a teacher-assistant for a future career?	16	12	--
Has being in this program helped your child's other school work in any way?	13	11	4

* Reasons given for "no" answers to Question 3:

Salary too low for man.....4
Rather she/he became a teacher.....8

Personal Behavior Scale

In an analysis of personal behavior, a scale numbered from 1 to 5 was devised to help the trainees think about their behavior. It is interesting to note that while the majority of students marked themselves as being very sensitive they indicated they preferred no close personal relationships with others and the majority of them did not react to expressions of affection. On the statement, "Ability To Influence Others," the greatest number marked 2 - little influence. A copy of the scale appears on the following page.

In summation, it could be said that although the students were quick to sense feelings they retreated from outward signs of affection preferring rather to be detached. This is a telling factor and one which requires serious consideration when dealing with our teen-age generation today.

Evaluations by the coordinator and curriculum writer are incorporated in the conclusions.

ANALYSIS OF PERSONAL BEHAVIOR

This form is designed to help you think about your behavior.

Each statement has a scale numbered from 1 to 5

Read each statement. Circle the number that best describes your behavior.

(Accompanied by oral explanation by administrator of test)

---

1. Ability to listen to others in an understanding way.

Inattentive Unreceptive			Observant Sensitive listener	
1	2	3	4	5

2. Ability to influence others

Little influence			Much influence	
1	2	3	4	5

3. Likely to trust others

Distrust			Trust	Confidence
1	2	3	4	5

4. Willingness to share feelings (emotions)

Unwilling				Very free
1	2	3	4	5

5. Tendency to seek close personal relationships with others

No interest in others			Outgoing	Warm
1	2	3	4	5

6. Reaction to comments about your own behavior

Resentful Defensive			Accept	
1	2	3	4	5

7. Awareness of others' feelings

Unaware			Sensitive	Responsive
1	2	3	4	5

8. Attitude toward change

Oppose			Accept it as something necessary	
1	2	3	4	5

ANALYSIS OF PERSONAL BEHAVIOR...Cont.

9. Degree of insight into the "why" of your behavior

No insight — Exceptional insight

1 2 3 4 5

10. Reaction to conflicts within groups

Avoid
Unwilling to recognize — Try to resolve problems

1 2 3 4 5

11. Reaction to expressions of affection

Avoid or reject
Control emotions — Welcome
Enjoy

1 2 3 4 5

12. Willingness to be influenced

Easily influenced
Very willing — Unwilling
Hard to influence

1 2 3 4 5

13. Degree of warmth and friendliness extended to others

Cold
Reserved — Outgoing
Enthusiastic

1 2 3 4 5

14. Awareness of others' feelings towards you

Unaware
Oblivious — Sensitive

1 2 3 4 5

34 teachers were solicited

TEACHER-TRAINER QUESTIONNAIRE

	YES	NO	UNCERTAIN	NO ANSWER
Have you been able to devote more time to the pupils who need your help since you have a trainee assistant?	32	2		
Do you feel the climate for learning has improved through the services of a teacher-assistant?	27	3	2	2
Do you feel you spend too much time training your helper in relation to amount of help you receive?	3	31		
Did you have sufficient time for discussion with your trainee?	19	12	3	
Do you feel a student learner can assist in any way with performing limited instructional tasks under your supervision? (Qualifying answers are listed as uncertain)	23	6	5	
Do you feel this age group can be as effective as adults with the children - consider relationship? (Qualifying answers are listed as uncertain)	24	6	4	
Have you found the materials or facilities furnished by the high school, helpful in making the training meaningful?	11	8	2	13

TEACHER-TRAINER QUESTIONNAIRE...Cont.

	YES	NO	UNCERTAIN	NO ANSWER
Do you feel your periodic evaluations of your trainee were utilized to bring about her/his improvement?	23	2	9	
Were the coordinators visits adequate?	27	3		4
Is the training plan flexible enough to serve your needs?	33			1
Did the in-service adequately prepare you for the program?	8	5	4	17

	Colleague	Friend	Subordinate
How would you describe the relationship between your student-trainee and yourself?	8	18	8

Student-trainees' Evaluation

(31 Students Answered)

Rate the following objectives in the order of importance to you.

1. To provide training in skills and experiences with teachers and pupils in a classroom that will contribute to the personal development and employability of the assistant.

2. To provide a situation where the students can become aware of all facets of a teacher assistant's position and encourage the students to consider this position as a future career.

3. To provide an opportunity to develop skills which might be useful in a classroom if the assistant should decide to go to college and become a teacher.

4. To provide a knowledge of the general structure of our public schools and an understanding of the interaction between personnel at all levels of authority.

5. To provide a deeper appreciation of teachers, specialists and administrators.

	1	2	3	4	5
First Choice	11	11	5	1	3
Second Choice	6	6	10	4	5
Third Choice	10	4	2	0	15

Using the same objectives the trainees were then asked to list them in the order they felt the course accomplished these objectives. The ranking was:

#2 in first place

#1 in second place

#3 in third place

#4 in fourth place

#5 in fifth place

Students' Evaluation

(Questionnaire Sent to 31 Students)

Students' Concept of Teacher-assistant Role

To aid teacher in any way I can so that she can devote her time to working with the children

Do small jobs and thus relieve teacher

To help slow children

To help by being that individual between the teacher and the children.

Rating of Usefulness of Units in the Training Program
(Not all students answered all questions)

Amount of help: V=Very S=Some L=Little N=None

T.A.C.T. Unit	17 V	12 S	1 L	0 N
Use of Devices (Lab Unit)	26 V	5 S	0 L	0 N
Personal Characteristics Unit	15 V	11 S	5 L	0 N
Observation Unit	12 V	11 S	7 L	1 N
Child Dev. Unit	21 V	10 S	0 L	0 N
Health Unit	1 V	13 S	2 L	0 N
Looking At Ourselves	6 V	13 S	3 L	0 N
World of Work	7 V	5 S	3 L	0 N
Resp. to Society	2 V	8 S	4 L	0 N
Money	14 V	8 S	2 L	0 N
Leisure Time	2 V	4 S	6 L	2 N

Major Problems Encountered on Job:

Getting too close to the pupils

Getting order or keeping them quiet

Personality clash with teacher-trainer

What Other Kinds of Training Would You Like to Have?

How to help emotionally handicapped children (appeared often in answers)

More child psychology

More training in arts and painting

Help in keeping some discipline.

Other Questions Asked Were:

Has the course influenced your thinking about your future?

If you aren't going to be a teacher-assistant, do you feel that you have wasted your time?

Can trainees learn best when assigned to one teacher or assigned to "float" among several?

Should there have been a longer time spent on anything?

Was your evaluation from each grading period used for your improvement?

Was there time scheduled for a conference period with your teacher-trainer?

What criticisms or comments would you make?

PUPIL REACTION SURVEY

Does Miss _____help you with your work?

What?

Do you like having her?

Do you ever just sit and talk to Miss _____?

About what?

When she is not helping you what does she do?

How does she help your teacher?

What happens (to your group or your individual work session) when Miss _____ is absent?

Most children interviewed were part of trainees' "group for oral reading or spelling aloud. Most were working much below level which is the reason the teacher-assistant works with them.

RATING SCALE

Name_____

Division_____

Please qualify if you rate student 1 or 4

1 Superior 2 Above Average 3 Average 4 Below Average

Performance ☐ ☐ ☐ ☐

Language - communication
speaks clearly
uses good English

Techniques
skill ability
performance of skill

(Consider dependability, initiative, leadership and following of directions as related to above factors when evaluating performance)

Interpersonal Relationships ☐ ☐ ☐ ☐

With pupils
With teacher-trainers
With teacher-coordinator
With other school personnel

(Consider ability to accept criticism, follow directions, respect, leadership as related to above factors in evaluating relationships)

Attendance and Promptness ☐ ☐ ☐ ☐

(Consider dependability, reliableness, loyalty when evaluating above.)

Personal Appearance ☐ ☐ ☐ ☐

Health
Good grooming

Comments

CONCLUSIONS

Studies of the preceding evaluations will help answer the several questions which were asked in the original proposal:

1. Does relief of teacher from peripheral duties result in more individual attention to each pupil?

2. What tasks can be efficiently performed by other than a professional teacher?

3. What is the effect on the individual serving as a teacher-assistant? Areas which may be examined, for example, are problem solving, communicating with others, performance in academic subjects, goals, cultural development.

4. What is the minimum depth of preparation necessary before placement on job?

5. What type of material should be included in teaching specific related information?

6. What effect does home and school environment have on possible success as an assistant? Relationships in socio-economic area will be considered.

7. Should use of teacher-assistant be considered for secondary schools.

The findings follow:

1. Children learn from each other.

2. The young teacher-assistant communicates better than the adult as he/she can "understand like a big brother or sister."

3. The young teacher-assistant is more flexible.

4. The teacher has more time to devote to group teaching as repetitious drill for individuals and absence makeups can be handled by the assistants.

5. More attention can be focused by the teacher on an individual pupil as the trainee can keep an eye on the group activity.

6. Outstanding assistance given in following areas:

   routine clerical duties

   operation of audio-visual equipment and other machine operations

   preparation of bulletin boards, mounting pictures making room displays, preparing equipment

   recess chores

   tutoring of individuals or small groups

   marking papers

   assisting in laboratories and gym

   running errands

   assisting in art, music, and writing lessons

   flash card drills.

7. Noticeable maturing of student-trainee

   sensitive to others

   understanding of problems of adults - teachers, parents

   attitude towards own obligations

   self-discipline.

8. Decision making on future goals of student-trainee.

9. Arrangements must be made to pay students while training and/or bus fare provided, to compete with other cooperative programs.

10. Age minimum cf 19 years for hiring must be lowered as preparation for a job presumes candidate will qualify in every respect when trained. (Civil service minimum for placement is 19 years of age)

11. Better in-service training to be organized

    regular schedule of meetings should be set at beginning of year

    teacher-trainers must better realize their part in the project.

12. Principals must accept their responsibility for the success of the training within their own school by:

    providing proper facilities and time for in-service

    informing whole faculty of program, its purpose and operation

    wise selection of teachers as trainers

    providing time for trainer-trainee conferences

13. Adequate facilities must be available for coordinator for the teaching of related subjects.

14. Because of age relationships high school trained teacher-assistants should be used primarily in the elementary schools and in special areas only of the high schools, such as shops, laboratories, libraries and gym.

15. Home environment was shown to have little bearing on performance of the trainee. In fact, many trainees were more compassionate with parents and siblings after starting training in this project.

16. The young high school graduate interested in serving others has a definite contribution to make to the para-professional team headed by the fully qualified teacher.

APPENDIX

ADVISORY COMMITTEE

The following people have agreed to serve on an advisory committee:

Mr. O. Rhinesmith
President
Edgewater Community Council

Mr. James Gresham
Executive Director
Chicago Southern Center

Professor Arthur Hurter
Northwestern University

Mrs. A. Hurter
P.T.A.
Hayt and Peirce Schools

Rev. G. Lockwood
Head
Community Methodist Church

Mr. T. Moore
McCormack Boys Club

Mr. R. Lerner
Lerner papers
Chairman, Montrose Urban Progress Center

Three meetings were held this past year. The major problem of discussion was how to secure money so that the trainees could be paid. No solution was found.

PARENTS REACTION SURVEY

Q. - HAS YOUR SON/DAUGHTER TALKED TO YOU ABOUT THE T.A.C.T. PROGRAM?

Typical Comments:

Very enthusiastic, dedicated to this program according to the teacher at school. This seems to be just what my daughter likes to do very much.

He has said that he likes the program and that he has more time for his other homework since he has only two majors.

This is the only thing she takes any interest in at all.

My daughter is very happy with the program she has taken. She wishes to continue in the future.

She feels that the program and its instructor were both inspiring and helpful.

She enjoys the children very much. It is good training for now and also in the future.

Jane has talked about the program to me, housemothers and counselors. (B_____Home). It's probably one of the major reasons she returned to school after that two week series of illnesses, etc. She enjoys working with the children and gains satisfaction from this.

He has from the very beginning enjoyed this course. He has a natural talent with younger children and his time with the second grade children at Swift School helped him to realize that a little extra effort with a few of the slower children brought about encouraging progress.

He wanted to become a teacher and wanted to find out if teaching was really what he wanted to do.

My son is impressed with some of the obstacles teachers have to cope with.

She enjoys working with the children and the teacher. It seems to have given her some ideas as to what she wants to do in the future.

She thought the program was great.

She is very enthusiastic about the program and enjoys her work.

She often mentions her interest and enthusiasm in the program and in the children. She has so much to talk about concerning these children and her work with them, and her desire to do a good job.

PARENTS REACTION SURVEY...Cont.

Q. - ARE YOU IN FAVOR OF YOUR CHILD TAKING PART IN THIS PROGRAM?

Typical Comments:

I'm not in favor because he is not taking enough courses needed for entering a good college.

Yes, I am in favor of my child taking part in such a program and hope that it will continue. Students will benefit by learning the many responsibilities of a teacher to a pupil.

It's about the only class in school she has responded to favorably.

Yes, because she seems so interested in what she's doing. Her outlook concerning the future has changed considerably due to this program.

It's a great ego builder for Jane -- seeing that she has ability in something helps to teach her a sense of responsibility and is to aid in future vocational planning. Our agency needs more resources of programs like yours.

Aside from realizing this as a possible selection for a career, the program helps in understanding younger children in the family and will some day give guidance in rearing children of their own.

I am delighted to know that she is at last interested in such work.

He has seen and learned something about people; this is not obtainable from books.

She loves children and she is forming her character.

The instructors and classes were a great help to her with problems concerning her present day schooling and her future. This program gave her academic incentive.

PARENTS REACTION SURVEY...Cont.

Q. - <u>WOULD YOU LIKE YOUR CHILD TO CONSIDER THE POSITION OF A TEACHER-ASSISTANT FOR A FUTURE CAREER?</u>

<u>Typical Comments</u>:

Yes. Patty has never taken as much interest in anything before. She is sincerely interested in everything each lttle child does and says.

Whether or not my son decides on a college education, I feel that a year or more of working as a teacher-assistant would help him to decide if he would care for teaching as a career. If so, then he could follow these courses in college.

Yes, providing working conditions and locations are satisfactory.

Yes. It's nice hours -- she's off in the summer; nice if she has children and wants to keep working.

Yes. We would like very much for her to be a teacher-assistant.

As her superiors seem to think, she is so dedicated I believe she is very happy in doing this work, and frankly it is a great surprise to me that she likes to be with youngsters.

Yes, I would. I'm afraid she's not good enough to be a teacher. She has never put any effort into any of her subjects, except for this.

We are hoping that Jane will continue to remain interested in the program and will certainly be helping her to seriously consider this position for a new future career.

This would have to be her own decision and so far I feel she has done very well.

If my child has the vocation for it and she feels that it is what she wants, I will not stand in her way. In my own opinion I think it is a good career for her to follow because of the lack of teachers.

I don't think that I would like to see my son as a teacher-assistant for his future career. And this is because I want to see him be qualified for a better job.

No - even though she has enjoyed the experience and learned many invaluable things, I feel she would be more valuable as a teacher than an assistant.

PARENTS REACTION SURVEY...Cont.

No. My child is a boy. A boy will become a man; the above job would not be in the capacity of that of a person who may in time have all kinds of responses to financial and other demands.

It is not a good paying job for a man who will get married and have a family.

Q. - HAS BEING IN THIS PROGRAM HELPED YOUR CHILD'S OTHER SCHOOL WORK IN ANY WAY?

Typical Comments:

Yes. I think he has a deeper awareness of the relationship of teacher to students; consequently he applied himself more to his own school work.

I think that she has learned that you have to plan things ahead of time in order to be good in what you are doing.

Her attitude toward school has improved since her participation in this program.

Being a teacher's assistant has probably made her more considerate of her teacher.

I think she realized the importance of all other school work more since being in the program.

I cannot honestly say I believe this program has affected other school work either way but it certainly has enriched the curriculum.

Patty has never been very good in school and I can't say the program has affected her grades one way or the other but I think if she was dropped from it, it would affect her grades very much. She loves her work and she does consider it a job and does her best at it.

No! Whether she was in the program or not I think her school work would have been the same.

ADDITIONAL COMMENTS:

It would be a gratifying situation to have those youngsters who come from a home of indifference, ignorance, etc. to find in their public schools a place where they can get more individual attention from teachers who care and a feeling that it pays to grow up and become a part (a good part) of the world around you.

PARENTS REACTION SURVEY...Cont.

Your goals are great if Debbie wants this in the near future, and I'm sure she does. When this program started we felt very excited and we still are. The work is hard but it is worth a pot of gold.

I believe this is an excellent program, not only for the students but also for the community.

TEACHER-TRAINER QUESTIONNAIRE

Q. - HAVE YOU BEEN ABLE TO DEVOTE MORE TIME TO PUPILS WHO NEED HELP SINCE YOU HAVE HAD A TRAINEE-ASSISTANT?

Typical Comments:

No. I have let my trainee help 3 or 4 pupils at a time.

No. The time she is with me (2:20-3:15) doesn't lend itself to this action.

Yes. The trainee and I have been able to devote more time to the students who need extra help in the major subjects or in just communicating with someone.

Yes. I have been able to have a meaningful TESL program. Since I have had a learner assistant I feel I have ignored no one. My class really does get individual attention.

Yes. Excellent results obtained by having an assistant take only top group for practice in early months, for enrichment in later months. Middle and low groups added if they work for the privilege of special time with the assistant. Meanwhile, the teacher could work with the knottier problems.

Yes. I have been able to devote much more time to individual help.

Yes. My student helper has given an E.M.H. child all the individual attention he gets every day and made him feel a part of the class.

Yes. She takes a place when I cannot be in two spots at once.

Yes. Now after a lesson, both of us can go around the room and give the children individual help. I can also let my trainee lead most of the class in a game or art project while I help a few children with something else.

Yes. Better learning experience.

Yes. There is much more time for me to work with class as a whole and with individuals and small groups.

Yes. My Senn student could take one-third of the class and allow me to work with one-third, giving written assignments to the other third.

TEACHER-TRAINER QUESTIONNAIRE...Cont.

Yes. Joan has taken a very slow group off by itself to do drills while I worked with others.

Yes. I am able to work with mathematics groups more easily with Pat's assistance. I feel I can give children more individual attention in all ways.

Yes. Kula has taken over much responsibility for afternoon review and drill groups. She marks papers while I attend to other matters.

Q. - DO YOU FEEL THAT THE CLIMATE FOR LEARNING HAS BEEN IMPROVED THROUGH THE SERVICES OF AN ASSISTANT-IN-TRAINING? CONSIDER MORE TIME FOR PLANNING AND PARENT CONFERENCES.

Typical Comments:

Yes. I have found my trainee is a good assistant. However, this does not free the teacher for planning or parent-conferences. Discipline requires the ever-vigilant teacher.

No. My helper is present for only one hour per day approximately. Consequently, this has little effect on a total climate of learning.

No. A class cannot be left alone with a student to free the teacher for parent conferences. Also climate created depends upon maturity and extent of cooperation of the trainee.

Yes. To the extent that non-English speaking children can have some supervision with their assignments while the rest of the class is being instructed.

Yes. More time for planning and being able to help the children.

Yes. Everyone has felt real concentrated individual attention at least once every three days.

No. At the time of the day at which my trainee comes, parent conferences are out of the question. The jobs she performs for me give me more time for planning, however.

Yes. Not only do I have more time but she has provided more interest because bulletin boards get changed oftener, work papers were made more varied, and since Vera was good in art, the entire classroom became more "alive".

TEACHER-TRAINER QUESTIONNAIRE...Cont.

Yes. I've never had more time for planning for conferences, but I've been less harried and frustrated with some help and that's improved the climate for learning.

Yes. In a limited way. To be <u>really</u> valuable, an assistant must be able to control the children.

Yes. I find I have advanced farther in my lesson plans. I have covered more subject material since I have been training a student.

Yes. My assistant is used in such a way that certain students are given more individual attention. This attention could not be given without her.

Yes. Children are more able to have individual consideration. They need and receive a lot of praise. Extra drill with David is exciting for them.

Q. - <u>DO YOU FEEL THAT YOU HAVE HAD TO SPEND A GREAT DEAL OF TIME INSTRUCTING YOUR ASSISTANT IN RELATION TO THE AMOUNT OF HELP YOU RECEIVED? HAS YOUR ASSISTANT BEEN IN THE PROGRAM ONE OR TWO YEARS</u>?

<u>Typical Comments</u>:

No. Two years. However in her first year this was also true as she takes the initiative and does not have to be directed in every activity.

No. Has been in the program for two years. Naturally, she was less help in the beginning of her year with me, but learned routine and became efficient.

No. Two years. My girl has been able to devise ways of assisting that I hadn't even thought possible.

No. My trainee is able to catch on to what I need done and how I want it done quite readily. One year.

She does everything well with very little instruction. Two years.

Margaret has been in the program for two years. After she became familiar with routine, she has become an independent, hard worker.

Two years -- thank God!

As time goes on, I have to spend less and less time instructing my learner. She seems to know what I expect of her and know what to do in most situations. One year.

TEACHER-TRAINER QUESTIONNAIRE...Cont.

My assistant is quite capable and will do what I ask but will just stand and observe unless I give her an assignment. One year.

A second year assistant was most helpful in instructing in the use of the film projector (I'm a total loss in this area!) Which was the only weak spot. One year.

She has been in the program one year. She has learned very quickly and is a very big help to me.

She catches on herself and pitches in without lengthy instructions after only one year.

Q. - DID YOU HAVE SUFFICIENT TIME TO DISCUSS THE EVENTS OF THE WEEK WITH YOUR TRAINEE? WE FELT THE COUNSELING PERIOD WAS AN IMPORTANT PART OF THE TRAINING PROGRAM BUT THIS MEETING TIME SEEMED TO BE DIFFICULT TO ARRANGE. WE WOULD APPRECIATE ANY COMMENTS OR SUGGESTIONS ON THIS POINT.

Typical Comments:

Not usually - but it is difficult for me to fit in the time with 2 grades in my room.

The only time we seem to have to discuss anything with our trainees is our recess time. It is only 10 minutes long, but I feel it's adequate length.

I didn't wait for the end of the week. We discussed events when they occured.

No. I have very little time with her. I'd like to have a chance to discuss things with her.

Yes. We had a free period weekly where we could discuss troubles. Also, Barbara lunched at school and so could go over problems then.

Time was sufficient.

Yes, I try to make a short period each week.

There was no counseling period set up. I am sure one would have been very beneficial.

With on the spot discussions (brief) we have managed quite well.

TEACHER-TRAINER QUESTIONNAIRE...Cont.

I personally would prefer to discuss the week's program of activities with my assistant before the children arrived or after dismissal. Perhaps the teacher and assistant could meet about 10 minutes on Monday before children arrive (if teacher agrees, since it would be part of her lunch period) or they could remain 10 minutes on Friday afternoon after 3:15 dismissal (to discuss following week's program.) This could be done on an individual basis, and though it would involve 10 extra minutes from personal time it would be easier than conferring with interruptions after the children arrive.

I had a free period at the end of the week when the children attended library. We spent this time discussing the progress we were making and any problems that had arisen.

Q. - CAN A STUDENT LEARNER ASSIST IN ANY WAY WITH PERFORMING LIMITED INSTRUCTIONAL TASKS UNDER YOUR SUPERVISION?

Typical Comments:

Very good for small groups in drilling and reviewing.

If the learner has the patience, working with 1 or 2 of the slower children can be of great benefit. These children need all the help they can get and from all possible sources. From this individual help, the children tend to gain confidence in themselves and eventually pick up in the subject area involved.

I feel that this is the only place she can learn accurately as well as contribute more. Classes would be too theoretical.

I prefer to leave instructional tasks to a practice teacher or handle them in my own way. However, make up tests or drills with one or two pupils meets with my approval.

My Senn student has been very effective in working with small groups.

I would be strongly in favor of this if the trainee were a strong one.

I feel that a good assistant can be most useful in this area. Since there are so many children in a classroom, any extra help is beneficial.

A lot depends on the type of person you have. With the one I have, I have no reservations about her taking a small group for math brushing up or reading review.

Q. - PLEASE COMMENT ON THE USE OF THIS AGE GROUP VERSUS THE USE OF ADULTS IN RELATION TO FLEXIBILITY, POISE, AND RELATIONSHIP WITH THE CHILDREN.

Typical Comments:

Their line of communication with children is especially good.

An adult would possibly handle a group of children better because of maturity and experience although a younger age group could possibly do just as well because there would not be such a large generation gap between the two.

I feel that they have a rewarding relationship with the children. They have a great deal of patience, and understanding. Plus, they seem to like the children a great deal, and they are more flexible at this age than an adult could ever be.

Good. With certain children, adults may understand children's problems better.

The students do have a tendency to be shy and reticent to discipline the children. I would rather have them feel more our equal and be more outgoing with the children.

Very amenable to suggestions, etc...Poise develops in proportion to self-confidence. Provides a happy medium between big-sister and all-powerful(?) teacher. Encourages the growth of self-reliance in pupils, instead of dependence on a "mother-image".

I believe this age group is very effective.

I feel that the student assistants tend to feel closer and have more understanding of the children. The children seem to be more at ease with the younger person also.

This age group is much more desirable. Children are able to identify with the assistant -- they are more willing to share feelings, desires, wants, etc., with a person they feel will understand them. More flexible, also.

TEACHER-TRAINER QUESTIONNAIRE...Cont.

I have found that the children have great respect for my assistant and, at the same time, and possibly because of her age, confide in her and discuss things with her that they might not with me.

Adults could probably handle the discipline better and could do some things better. But the girls do relate better in some ways.

I personally would prefer a high school helper to an adult aide. I think a teenager is more sensitive to the needs of a child, is less apt to be aloof, and is more anxious to give of herself. I think poise and confidence develop as the assistant spends more time with the children, not in relation necessarily to her age.

Better relationship with children with a young person. She had much more rapport and understanding than an older person. Control is harder, however, for younger persons.

This age group is better because of the enthusiasm they have and also an ability to accept constructive criticism.

A capable student-assistant is more helpful than some adult teacher-aides.

I prefer this age group. Adults are less flexible and more reluctant to develop close relationships with the children.

The age group seems to relate to the children easier as they are closer to them and the children respect them.

Much better for young high school aide to help because they bridge the gap between children and teacher.

Prefer this age group.

An adult would usually be more mature and poised and there would be more of a teacher-student relationship between an adult and student. A student assistant would be more flexible in adapting to a particular classroom and teacher. Her relationship with the children would be more as a friend and helper than as a teacher.

Both age groups have their advantages. The maturity level of the student-assistant would play an important role in determining her ability to work with the children.

I think this age group is fine -- old enough to be an adult image to the class -- young enough to be flexible and willing to follow my directions, suggestions, criticisms or changes in plans.

TEACHER-TRAINER QUESTIONNAIRE...Cont.

I find the high school age group establishes good rapport with primary children (many having younger brothers and sisters themselves). My student assistant shows much flexibility and enthusiasm in all fields.

I was fortunate in having a rather mature young lady who took assignments and criticisms with a smile and sole desire to assist. My experience with adults is that they prefer things done their way rather than the way of the teacher -- so long as the outcome is the same.

Children relate better to this age group than to an adult, although discipline-wise, an adult holds more weight.

My feeling is that this age group works out better than adults. They are much more flexible and the children are not in awe of them.

The youth of these students is an asset. Children admire the younger person, and in many cases aim to please her. There is a slight tendency on the part of some children to become a little over-familiar with the younger person, however.

The children are more informal with the teens and do not regard them as teachers. Therefore, they do not take the assistant as seriously as an adult.

Adults may have more understanding of and experience with children. However, high school aides have something special to offer in the way of friendship. I have an older aide each morning. The children like her very much - but seem to enjoy Margaret's youth.

Q. - ARE THERE MATERIALS OR FACILITIES WHICH THE HIGH SCHOOL MIGHT FURNISH WHICH WOULD MAKE THE STUDENTS'TRAINING MORE MEANINGFUL?

Typical Comments:

Familiarity with varying letter formation.

Training in "Proof-reading": To help students spot reversals and omissions of letters and/or words in pupils' papers.

Sample readers, math workbooks, spelling lists, etc.

The books and materials with which the children will be working.

TEACHER-TRAINER QUESTIONNAIRE...Cont.

An art class -- helping toward letters and art talents.

Yes, introduction of course of study, use of equipment, and its' care.

As mentioned in an earlier report, it is helpful when the trainee learns manuscript. It would be nice if an aide would play some instrument.

If we had a list of materials available they could possibly by helpful.

Greater emphasis might be put on the use of good English.

Audio-visual training on equipment used in school. Course on discipline clues.

Perhaps a few meetings with the students when teacher is free to talk. We've never had one moment to discuss problems or goals.

Perhaps a notebook to keep ideas that could be used.

In-service program for learners, with teachers involved.

Q. - DID YOU FEEL THAT THE PERIODIC EVALUATIONS OF YOUR TRAINEE WERE UTILIZED TO BRING ABOUT IMPROVEMENT IN THE STUDENT ASSISTANT?

Typical Comments:

Can't really tell.

Yes, after the talks with the coordinator I found much improvement with my assistant. They seemed to do the trick.

Definitely yes -- and the cooperation was greatly appreciated.

My assistant last year was a cracker-jack from the moment she arrived. I can't evaluate how the coordinator's job helped.

She needed little improvement.

It does emphasize the fact that both teacher and student have duties to perform in this situation.

No, I feel in areas where improvement was needed, I suggested it right then and there. The evaluation was "after the fact."

TEACHER-TRAINER QUESTIONNAIRE...Cont.

My student trainee has always been conscientious in everything I've asked her to do all semester -- I don't know that the evaluation has changed anything.

Margaret, I believe, would have worked well either way.

Somewhat. It was difficult because I had no basis for comparison. I graded almost totally on effort and attitude.

Q. - WERE THE COORDINATORS VISITS ADEQUATE? SHOULD HE MAKE MORE VISITS OR FEWER?

Typical Comments:

I feel they were adequate. A short visit is just enough.

I feel they were adequate. A pre-arranged scheduling would help in arranging for time for conference between teacher and coordinator, and for listing of points to be discussed. (A first-grade classroom is a three-ring circus!)

More visits at the beginning of the program.

Depends on the assistant, I imagine, as to the amount of visits.

The number was adequate but it would be easier if we knew in advance when he was coming.

Have little time with him because his schedule is not known and I cannot anticipate any discussion.

The visits were adequate. No change needs to be made.

Q. - IS THE TRAINING PLAN FLEXIBLE ENOUGH TO SERVE YOUR NEEDS?

Typical Comments:

(Most answered with one word, "Yes")

Yes, I think so.

Yes, I've not been using her in many areas in which she was undoubtedly trained, but she has been a god-send in the areas considered most important for my present group.

TEACHER-TRAINER QUESTIONNAIRE...Cont.

Very much so.

Yes, within the limits of her ability.

Yes, perhaps we could have lunch together one day a week.

Q. - COMMENT PLEASE ON THE IN-SERVICE: DID YOU FEEL IT ADEQUATELY PREPARED YOU FOR THE PROGRAM? WOULD YOU HAVE ADDED OR DELETED ANY MATERIAL?

Typical Comments:

The In-Service prepared me, and the written papers telling what assistants could be used for was welcome.

Don't remember it too well.

Yes, of course. This has been my second year in the program.

Not thoroughly, no. I can hardly remember what was brought out -- more needs to be discussed.

Can't comment.

I did not have that much In-Service, but what was given was adequate. Of course, our coordinator was at our school and so constant contact was possible.

Yes, I feel the In-Service adequately prepared me. A check list of things in the school that the aide was assigned to work in could be compiled and checked by the assistant to demonstrate her alertness to prevailing conditions, good, bad, or indifferent, and suggestions as to methods of rectifying same.

Yes, I was adequately prepared. I have been very happy in addition to being satisfied with the program.

What is it? The brief meeting we had once or twice? If it was the meeting it was satisfactory.

I would have liked some In-Service time to work with my assistant to get to know her better and to teach her how I want things done.

No. I did not feel I was well informed enough about the program.

I was not present at the In-Service.

TEACHER-TRAINER QUESTIONNAIRE...Cont.

Your list is quite extensive. There are some tasks such as running the projectors which the administration wants the teachers to handle themselves.

Somewhat. No, I wouldn't have added or deleted any material.

Q. - HOW WOULD YOU DESCRIBE THE RELATIONSHIP BETWEEN YOUR STUDENT TRAINEE AND YOURSELF? (COLLEAGUE, FRIEND, SUBORDINATE.)

Typical Comments:

Friend-like attitude which is mutual.

Subordinate.

I feel she is a colleague and a friend. In the class we communicate as one teacher to another. After, we have a friendly relationship.

Colleague.

Friend and supervisor to her.

Beginning stages: subordinate (with me two days per week until middle of January). Now: Friendly colleague (an aide could be a friend and at the same time a poor assistant).

Colleague and friend.

We have developed what I feel is a good friendly relationship.

Friend.

I try to treat her as a colleague with a friendly attitude towards her.

She was always respectful, and cheerfully well-mannered.

Friend and good helper.

I maintained an aloof but friendly relationship. I was the teacher and I directed her. We were friends not buddies.

I consider her a colleague, friend, and subordinate at different times, depending on the situation.

Teacher-student relationship.

TEACHER-TRAINER QUESTIONNAIRE...Cont.

My aide and I are friends and co-workers. I never felt the need to exert authority because my trainee has always conducted herself as a responsible adult.

I hope a friend, although my assistant has not confided in me.

We have a good rapport. She is my helper and both of us understand this.

Friend and assistant.

Very cordial but still as a subordinate.

Colleague and friend, though Margaret recognizes that I, as a teacher, have authority.

STUDENT LEARNERS' EVALUATION

Q. - PLEASE DESCRIBE YOUR CONCEPT OF THE ROLE OF A TEACHER-ASSISTANT.

Typical Comments:

To provide assistance to the classroom teacher in any way, so she may conduct her class in a more scholastic way.

A teacher-assistant is one who can relieve the teacher of non-teaching duties, thus allowing the teacher more time for teaching.

As a helper to the children and also to the teacher--somewhat a teacher without a degree.

My role of a teacher's assistant is to give the teacher more time for teaching. My role is helping out those who are in need.

My concept of the role of the teacher assistant is that I am there to relieve the teacher of certain duties, to assist her with the class and just make myself useful in a general way.

A teacher assistant is mainly to help the teacher in non-educational classroom functions, i.e., marking papers or bulletin boards, and to give special help to individual students as in tutoring.

To help the children get better grades in school and to help them understand people better.

To help the teacher by doing the small jobs that take up much of her time, allowing her more time with her class.

A teacher's assistant should be in a classroom to help the teacher in things like marking papers, and putting up bulletin boards, in order to give the teacher time for more teaching and for individual help.

To give the teacher more time to teach the children. The assistant is able to give slow pupils and problem children extra attention; work machines, clerical work, assist teacher in musical and art projects.

The teacher assistant is used to do the necessary but time consuming jobs.

I think a teacher's assistant should be used to help the teacher. The teacher needs many things to be done and cannot accomplish them all with 30 kids running around in the gym.

STUDENT LEARNERS' EVALUATION

To help the teacher, so she can work with the children more. To tutor the slow children.

To help slow children where the teacher wouldn't have time to help them. To do jobs the teacher does not have time to do.

Q. - WHY DO YOU THINK SOME UNITS WERE LESS IMPORTANT TO YOU?

Typical Comments:

Some things I already knew a lot about and weren't of interest to me. Other units helped a lot, such as money management. These units can help your future.

I think all these units are important and some day, some time, I will be faced by them.

Many units weren't related to T.A.C.T., but that doesn't mean that they were less important than the ones that were. If Mr. _____ wants to teach us something that we'll need to know in the future, I don't think we should consider it less important. I don't think that I can compare and rate them according to importance.

The section of infants and toddlers -- but that unit can't be skipped because that will be more helpful in the future.

I think all the units were equally important since they were all to help us with our every day living.

I felt that for our group the unit on Health and Safety were of little importance or value to us, as we all seemed to be pretty well educated on the subject.

Some of the units were of information that I already seem to know enough about. Most of the units were interesting because the whole class gets involved with the questions. A couple of the units just didn't arouse my interests very much.

Actually, I thought all the units were interesting although only one applied to me, even so I learned new things that I think will be very helpful to me later on. The unit we studied on money management and credit didn't apply but I think that's something every one should know, since they are bound to use it later on.

STUDENT LEARNERS' EVALUATION...Cont.

I don't think any of the units were less important to me because they all lead up to the better understanding of the children.

All the units were important. Nothing should have been put out.

Art and play fundamentals had no purpose to me at all. This is because I work in the gym. Also, I never had to use a movie projector or filmstrip projector so all that training was a waste of time. However, I am glad I learned how to use the mimeograph machine because I had to run off gym tests.

Q. - WHAT OTHER KIND OF TRAINING WOULD YOU LIKE TO HAVE?

Typical Comments:

Maybe a bit more of some musical instruments such as learning the notes on the piano.

I would like to have some training on how to work with E.M.H. students. When I came to this school, the E.M.H. students shocked me.

More training to help slow and disturbed children.

I would like to have more training in child development, and another year in a classroom.

More child psychology.

More to specifically help slow and disturbed children.

Training in tutoring children.

More training in the field of arts; painting, art projects, things of this nature.

I would like to have more training in disciplining the classroom. Also, have some kind of lessons in playing a piano for future use.

STUDENT LEARNERS' EVALUATION...Cont.

Q. - HAS THIS COURSE INFLUENCED YOUR THINKING ABOUT YOUR FUTURE?

(31 answered)

Typical Comments:

Yes, I have watched different teacher's methods and I think to myself, "If I were her I would do it this way." I want to continue on and have a chance to apply my ideas. I'm one of the believers that teaching is for the young with new ideas who aren't afraid to try new things.

No, because I always planned to go to college and become a teacher.

Yes, it has helped me to see that I really want to be a teacher because it is not a hard job.

Yes...then no....then yes...then no...ETC. I really don't know.

Only in the way that I know I wouldn't have or don't have the needed patience to be a teacher.

Yes, now I am rather confused in knowing whether or not I want to be a teacher's aide, and before, I definitely would not have gone into a classroom, no matter what.

Yes, I've thought of being an aide next year and also got me interested in a job at Head Start.

Yes. I have decided to become a teacher if possible.

Yes, very much. I have taken special notes down in experiencing different behavior problems for future use.

Yes, it has influenced my thinking, to become more active and continue on the program next year.

I am thinking more seriously about some college courses or maybe in teaching.

Very much. At first I was sure I would go into teaching in a high school. But now with my experience with smaller kids I have a new decision to make, and lean towards being an assistant.

Yes, very much, and I hope to follow it and become a paid teacher assistant.

STUDENT LEARNERS' EVALUATION...Cont.

Before joining the program I wanted to become a teacher, but now I want to become a Radio-TV repairman.

I plan on working as a teacher-assistant for a couple of years and then maybe take a try at college.

I hope to go to school and further my education. Also, it will give me the chance to be independent and productive at something I'm qualified to do. I hope to work as a teacher-aide after I'm married. Secure job.

If I don't become a cop, I will be a physical education teacher.

I have decided not to become a teacher because I do not have the patience to teach children.

Becoming a Teacher assistant.

This program has influenced me in going on to college to become a well rounded person. In knowing how society is really like in the professional field.

To become a teacher in the future. If not--anything to do with children, preferably an aide or assistant.

Since I've had such poor grades I know I'm going to find it very difficult or even impossible to get into school. But I'm going to try and get in on probation and take a stab at it.

Q. - IF YOU AREN' GOING TO BE A TEACHER ASSISTANT, DO YOU FEEL THAT YOU HAVE WASTED YOUR TIME?

(31 answered)

Typical Comments:

No, I don't think that I have wasted my time, because before getting into this program I wanted to become a teacher, but now I have changed my mind and I don't want to become a teacher.

No, I haven't wasted my time because I might not make it in college so I can go to work as a teacher assistant.

STUDENT LEARNERS' EVALUATION...Cont.

Not at all! If I don't become a teacher aide, I still can't say I've wasted two years. If anything, I've used them. It's too long to write the many things I've done, experienced, and learned in only two years.

No,I feel that I have sort of an edge on others since this program dealt with children and child psychology.

No, I will have the experience of knowing what it is to be a teacher.

No, I feel that the time was well spent, because I really enjoyed my work.

No. Everything will benefit me after I have my own family as far as their schooling goes, their development, and their needs.

No, although I may not be a teacher-aide I feel that the course is good in just understanding children in general.

Absolutely not! The knowledge that I have learned from this class and teacher could not have been learned in any other way except by a lifetime of experience.

If I wasn't going to be a teacher-aide or assistant, I would still have all the practical experience which I would never have any other way. This enables me to be a better wife and mother.

No, I've learned quite a lot from this program, both book learning and experience in the outside world. The child development course will also be helpful later in my life.

Definitely not, I know I don't want to be an assistant because I want to teach my own ideas or show my views. And just by taking this program I saw enough to make me want to continue on into some field of teaching.

STUDENT LEARNERS' EVALUATION...Cont.

Q. - CAN TRAINEES LEARN BEST WHEN ASSIGNED TO ONE TEACHER OR ASSIGNED TO "FLOAT" AMONG SEVERAL?

(Trainee should be assigned to one teacher: 17
Trainee should "float": 9
Split between the two-year program: 5)

Typical Comments:

One teacher. She gets to really know the children, the class, and their needs. She gets so she doesn't need to be told much. She knows and can sense the needs and wants of the class.

Basically assigned to one teacher. Because if teaching is is what you have in mind you should have an idea of what it's like to spend a year in one room. But in the beginning for student trainees, it would be nice to give them a view of all the grades.

Lower grade teachers definitely need one person to be assigned them.

Being assigned to one teacher is the best way to handle a trainee. That way the aide and teacher would be together more and develop a better understanding with each other. They could become more of a working team this way.

Assigned to one teacher because if there are more than one you get confused on all the projects assigned. There is too much to do between more than one teacher.

I think the trainee should have one teacher. It would help a lot of teachers if the assistant could float, but I think she would not become very efficient because of too many things on her mind.

Assigned to one teacher. Because it develops a better relationship between the learner and the pupils and the learner and the teacher.

I think that working with more than one teacher is better. Because you get to know more about different methods that teachers use in teaching. Also get more relationship with children of different ages.

Assigned to one or two teachers for one semester, and then change because you get to know the children too well. It is good to work with different teachers who teach differently, so you learn different things.

STUDENT LEARNERS' EVAIUATION...Cont.

Q. - SHOULD THERE HAVE BEEN A LONGER TIME SPENT ON ANYTHING?

(19 students said "No." 12 - No answer)

Typical Comments:

On the equipment and maybe some more on the pre-school age.

Maybe a little more time in observance of children before going into the room.

There should have been some more time spent on what you can expect from the pupils.

More time spent on the age of the children we are with, more could be spent on techniques of helping the slow and disturbed children.

I think we should have had more time at the beginning of my first year in observing the children. Spend more time in finger plays.

I would have liked to spend a longer time on things such as how to put make-up on, what type of hair-do - grooming and poise.

There should have been more time spent on the pre-schoolers, and the materials for the usage of machinery.

Q. - DID YOU HAVE ANY MAJOR PROBLEMS ON THE JOB?

(No:	19
Yes:	10
Did not answer:	2)

Typical Comments:

I did have a problem getting a few kids to listen to me and to do what I said. I told the teacher and he straightened them out.

Yes, I was working with my own age group in the high school, and feel that age group was too close, and too hard to work with.

One major problem I had was my ability to control the children.

STUDENT LEARNERS' EVALUATION...Cont.

Sometimes I have a problem keeping them quiet when taking them in the building somewhere.

Getting accustomed to the children, especially the E.M.H.

Yes, I had the problem of getting too close to the children.

I didn't get along well enough with my 2nd year teacher.

No. I feel very lucky that for two years I had two marvelous teachers with whom I developed a real personal relationship.

Q. - <u>WAS YOUR EVALUATION FROM EACH GRADING PERIOD USED FOR YOUR IMPROVEMENT?</u>

<u>Typical Comments</u>:

Yes, if I was weak in some field she told me I could try to better myself.

Yes, it was. I would try to improve my weak points.

Yes, but I don't think grading sheets mean anything. Communication through the coordinator is very important.

Yes. My bad points as well as good points were listed so as I could work on making my bad points good.

Yes, because I wanted to get a better grade and I wanted to have a good evaluation of myself.

The evaluations were encouraging but I don't believe they were used for our improvement as much as they could be because the teachers only wrote about the things we did well and not the things which should be improved.

Yes, it was always frank and honest. I always used the criticism for my good.

STUDENT LEARNERS' EVALUATION...Cont.

Q. - WAS THERE TIME SCHEDULED FOR A CONFERENCE PERIOD WITH YOUR TEACHER-TRAINER?

(Specific time scheduled for conference: 5
Conference time on informal basis: 18
No conference: 8)

Typical Comments:

Yes, every Thursday when the children are at gym we have time to talk. We talk about my problems if I have any, as well as my progress with the children I work with.

Friday afternoon when the children went to library. Many other times we got in long conversations about the children that weren't scheduled.

There was no conference period each week. Every once in a while she would tell me about the progress of a child. But we never discussed my progress.

No discussion, except every once in a while she'd mention one of the children in the class and something about his background or something else about him.

My teachers are very busy and we both don't have any time to get together and discuss any problems.

Whenever a problem existed we would openly discuss it and clear it up.

Our discussions are usually informal. We discuss things that are puzzling me and she gives me advice of what to do on certain occasions.

We didn't have a conference period. If any problems arose, we talked about it when it happened.

We had frequent discussions on an informal schedule but most of our talks were not too serious, except for maybe one or two.

No particular time was scheduled each week. When we could find time we discussed a few things; a certain student, the class work, programs and our lives in general. An informal schedule was kept throughout the year.

STUDENT LEARNERS' EVALUATION...Cont.

We often talked and had a very smooth running class. We worked on an equal basis and helped each other. We discussed the pupils and their problems. Conferences were held almost daily (informally) as they had to be in our class.

No, there was not a scheduled time for a conference period, but we have had frequent discussions. Yes, we have discussed my progress with the different problems that arise in the classroom on a general basis.

Q. - WHAT CRITICISMS WOULD YOU MAKE?

Typical Comments:

The strengths of the program were the lessons we had in child development. They helped me to understand the children a lot better than I ever understood them before. It also helped me to understand my parents even though we didn't even talk about it. It helped me a great deal at home also.

I feel that I am able to cope with the younger age better than ever before. Also, I am able to understand some of the problems children might have. I can understand many teachers I was not able to before.

This program showed me how to deal with children of all ages. I had to use a considerable amount of self-control because some of the kids were always getting on my nerves.

The strength of this program helped me to understand children. It also helped me to understand how to work with teachers. It gave me some ideas that all children are in no way alike.

This training program showed me how hard it is on a teacher when she is teaching a whole class. It showed me all the different ways to communicate with people.

The understanding of young children and the role of the adult-child relationship.

The most important facet of the program was on child care and development. This unit will be a great help to us later on. Also, the units on money and credits were helpful.

The willingness of the teacher.

STUDENT LEARNERS' EVALUATION...Cont.

To me personally, learning child development was the strongest point. When observing the children, I can apply the different things I learned to helping me to understand why they do the things they do.

The machines were taught well. Child behavior was important. I learned a great deal about child development which I was able to apply in the classroom.

Teaching you how to work with a classroom and how it feels to be a teacher.

The only thing I could criticize would be that the program in general is not more widely used.

In a program like this the teacher-coordinator has a chance to get to know each student pretty good, and will be able to help us with personal development.

This is no fault of the teacher-assistant program but it would be nicer if the teachers other than we work for, were friendly, and if the principal saw us as high school students (who are almost ladies) rather than students who are in first grade.

We should discuss things that happen in our classroom.

I would make no criticisms of any kind. Because I think that the program is very helpful even if you're not going to make it as a teacher for a career.

I wish I was taught how to work with the slow children in school

None really except that after we were placed it would have been better if we could float for a couple of days and see what it's like in the different grades.

Having other teachers look up to you and not as one of the kids.

Some of the teachers in the school aren't too friendly.

STUDENT LEARNERS' EVALUATION...Cont.

STRENGTHS OF THE TRAINING PROGRAM

Typical Comments:

The program helped me to realize I like to work with children and stay on as a teacher assistant indefinitely. It helped me to learn many things about children that I will use as a reference when I'm older.

The actual experience of working with the children cannot be replaced by any amount of book learning.

The biggest strength is for the learner to be with professionals. I benefited a lot just by talking to the teachers I worked with for the last two years, and they influenced me. Another strength is being with the children and learning their background, personalities, and habits.

Working with children, learning about child development, a new challenge at a new job.

OVERALL RATING OF THE PROGRAM FROM 0 to 100

23 out of 31 students rated the program:	90 or above
6 out of 31 students rated the program:	Between 75 and 90
Did not rate the program:	2